

THE TEACHING PROFESSIONALS' JOB CRAFTING ON THEIR JOB SATISFACTION WITH SELECTED COLLEGES – EXPLORING MODERATION EFFECT OF GENDER

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ABSTRACT

The study explored the effect of job crafting characteristics of teaching professionals on their job satisfaction in selected colleges. It also investigated the moderation effect of gender on job satisfaction through job crafting constructs. The study was administrated among 415 college teachers at three selected designations namely Assistant, Associate and Professor Cadres. The outcome of study shows that there is a significant effect of task related crafting on teachers job satisfaction and which is not varying between male and female teachers. In order to test the conceptual background, the collected responses were analyzed and tested through statistical software packages.

KEYWORDS: Job Crafting, Task Characteristics, Moderation Effect, Job Satisfaction, Missing Value, Reliability & Model Fit

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INTRODUCTION

Education is an art of cultivating the life of a human being. The intensity of knowledge gained by any individual helps to shape his or her life. The career path of any individual can be crafted by them only by acquiring systematic knowledge. The application of attained knowledge in any field could be feasible only by exploring ability, garnering the behavior and culminating the attitude. These qualities can be obtained by any human only by proper and systematic education. The traditional education system in India confine the basic knowledge need to be acquired to manage the life and later periods the exploring of specialized education and the growth of educational institution, the higher education systems emerged. The focus of higher education system in India is to provide career plan and life enhancement for learners. In this aspect, in the present day situation, the pace of higher education in India envisage to offer career, skill enhancement, social knowledge and behavior management. In addition to that, the expediting of institutions with enhanced infrastructure and facilities instinct the expectation of learners. In this juncture, the role and responsibilities of teachers in higher education system is getting augmented day by day. The teachers in higher learning centers need to equip their skill, knowledge, ability, attitude, behavior and research aptitude. In addition to that, they have to develop their creativity and innovation in order to reshape their job roles and responsibilities. The teachers in higher education centers named as colleges and universities also connect their roles to working conditions as well as to match their abilities to working environment. The proportion of job demand- job resources fit leads to better performance of teachers and which in turn affect the outcome of qualified students and learners. In this aspect, the job crafting has become indispensable element in the present teaching scenario in higher education. It is also learnt from various researches that the effect job crafting leads to job

satisfaction among the teachers. The outcome of job satisfaction can affect the performance, organizational commitment, loyalty and trust building.

THEORETICAL FRAMEWORK

The higher educational system in India has become competitive in terms of its performance, delivery system and promotes specialized learning process. The growth of advanced technology, updated and geared up teaching learning process, digital learning classrooms have created a tough learning environment both for learners and deliverers. In this aspect, the learning system of higher education in India has become a complex working environment. It is reflected due to the blend of traditional teaching system with the support of modern technologies. The changes in teaching learning process and working environment demands the teachers to construct their own job roles and adapt their job characteristics according to the job environment. The teachers need to revisit their job descriptions in terms of their day to day task routine, job content and its related boundaries. The students' satisfaction has become a destination in the present day education system. The satisfaction of end users (students) in terms of understanding the subjects, teachers empathy, innovation in teaching, ability of the teacher to make students to think out of box comprise the satisfaction index. The teachers in order to match their ability to reach the expectation of students they have to realign their cognitive domain like behavior understanding, emotional management, empathy and effective mentoring. The task and behavior role changes of teachers can be effective only by the support of peer groups, superiors and management. These aspects need to extend proper and cordial work place relationship by the teachers. A teacher needs to redesign and focus effective relationship with work, work place and coworkers. These are the principle avenues wherein which a teacher need to restructure their roles and match the resources. These aspects are collectively known as job crafting by teachers at workplaces. Job crafting is best represented by three broad types of crafting behavior: task, relational, and cognitive crafting. Task crafting represents an active change to one's specific work tasks, which involves taking on new work tasks, emphasizing certain tasks that are aligned with personal interests and strengths, or by redesigning how tasks are accomplished (**Berg et al., 2013**). Employees can also craft their work relationships, i. e., relational crafting, to derive meaningfulness and identity. For example, employees can build new relationships, reframe the purpose of their existing relationships, or take on a mentoring or support role within an existing relationship (**Berg et al., 2013**). The last broad type of crafting, cognitive or perceptions crafting, represents changes to the ways one thinks about and processes experiences at work. This can be done by thinking about work holistically, focusing on the most rewarding or fulfilling parts of work, or finding connections between work and one's personal interests and values (**Berg et al., 2013**).

The theoretical framework of job crafting is the job demands-resources (JD-R) model. This model (**Bakker and Demerouti, 2007**) specifies how employee well-being and effectiveness can be developed using two specific classes of working conditions: job demands and job resources. Job crafting is related to commitment (**Leana et al., 2009**), work enthusiasm (**Slemp & Vella-Brodrick, 2013**), low burnout (**Nielsen & Abildgaard, 2012**), and leader perceptions of employability (**Tims et al., 2012**). Researchers have shown that job crafting relates to various aspects of positive work experiences, which include positive work attitudes, high motivational states, including engagement and intrinsic motivation, and adaptive performance. Job crafting presents one way for employees to alter their own experiences at work in positive and meaningful ways (**Berg et al., 2013**). Job satisfaction has been studied as the positive or negative evaluative judgments people make about their jobs. **Locke (1976)** recently, defined job satisfaction as a positive emotional state resulting from the evaluation of one's job. Later, **Spector (1985)** defined job satisfaction as: employee attitudes, including

pay, promotion, supervision, fringe benefits, contingent rewards, operating procedures, coworkers, nature of work, and communication" (p. 693).

DESIGNING THE STUDY TO TEST THE MODERATION EFFECT OF GENDER

Job crafting involves the actions by which people change features of their jobs and interactions with others to reconsider the meaning of the job and the social setting at work (Wrzesniewski & Dutton, 2001). In addition, job crafting is defined as “the physical and cognitive changes individuals make in the task or relational boundaries of their work” (Wrzesniewski & Dutton, 2001, p. 179). Individuals engaged in job crafting behaviour can change the physical changes which applied the form, scope or number of job tasks, while the cognitive changes refer to how people approach their job and, finally, the relational boundaries changes apply to changing the relations and interactions employees have with colleagues (Bakker et al., 2012). The identity of the employee, the meaning of the job and its tasks could change by these processes (Lyons, 2008). Moreover, job crafting could lead to an increase of employees’ own job challenges and resources, just as a decrease of employees’ hindrance job demands (Tims, Bakker, & Derks, 2012). A study was conducted by Tilburg university in the year 2017 about the HR practices, job crafting and employee motivation was taken as gender as moderator variable. It is evident that Gender was added as a control variable as females were found to engage in more relationship altering job crafting behaviours (Slemp, Kern, & Vella-Brodrink, 2015). Gender was, therefore, expected to possibly have an effect on the job crafting behaviours developed by (Petrou et al., 2012). The study reveals that gender significantly influence on job crafting Gender was found to significantly correlate with accommodative HR practices ($r = -.25, p < .01$). With this evidence, the present study has taken gender as moderator for understanding the influence of job crafting constructs on job satisfaction among the teachers in colleges.

Study Gap

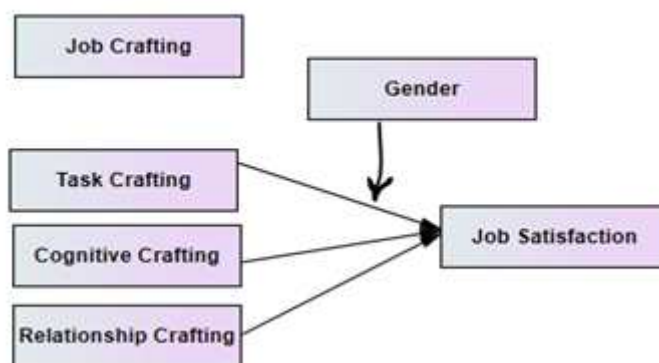


Figure 1: Proposed Model

The various research studies reviewed for understanding the influence of job crafting on job satisfaction have taken the mediation effect of job engagement, job motivation and moderation effect of self-efficacy, age and experience. Where in which they are very negligible amount of studies have viewed the effect of job crafting instruments namely task, cognitive and relationship on job satisfaction by assuming the moderating role of gender. In this background, the present study has been attempted to view the effect of moderating role of gender on job satisfaction through job crafting among the teachers in colleges.

The proposed conceptual model has taken three constructs under job crafting namely task, cognitive and

relationship. The effect of these three constructs on job satisfaction is going to be measured through structural equation model (SEM). In addition to that the model also test the effect of gender on job satisfaction through the job crafting constructs.

Objectives

- To study the personal and professional background of college teachers.
- To understand the effect of job crafting instruments on job satisfaction among the teachers
- To explore the existence of moderation effect of job crafting instruments on job satisfaction of college teachers based on their gender.

Hypotheses

- **H₀1:** There is an effect of task crafting on job satisfaction among the college teachers
- **H₀2:** There is an effect of cognitive crafting on job satisfaction among the college teachers
- **H₀3:** There is an effect of relationship crafting on job satisfaction among the college teachers
- **H₀4:** There is no moderation effect of job crafting instruments on job satisfaction among the college teachers based on their gender

METHODS

This research attempted to test the effect of job crafting instruments namely task, cognitive and relationship crafting on job satisfaction among teachers working in colleges. In addition to that, it also probed the role of moderation of gender among the teachers due to their job crafting bases on their job satisfaction. The study was conducted among 415 teachers from various colleges. The respondents for the study were approached through convenient mode through on line source as well as personal network. The respondents' background for the study was not confined to a specific course. It has taken the background of college teachers from different discipline. Initially a pilot survey was undertaken among the selected respondents and expert group in order to fix the testing variables for job crafting. Based on the view of panel discussion, it was decided to focus the effect of job crafting on job satisfaction and subsequently to view the role of moderation of gender.

Based on the outcome of the pilot study, a structured questionnaire was prepared. The questionnaire comprised two parts. The part one comprised questions to know the personal and professional background of the respondents like age, gender, years of experience and designation. These details were measure through nominal scale. The second part of the questionnaire comprised questions related to job crafting and job satisfaction. The questions were framed with Likert scale (1- strongly disagree to strongly agree). In order to construct the questions for job crafting a standardized questionnaire namely job crafting scale (JCS) adopted from the study of **Tim et. al., (2012)** It has comprised 21 items (for example under task crafting "I add tasks I am passionate about into my work", in terms of cognitive crafting "I actively remind myself what the purpose of my work is" and relationship crafting "In my job, I work to establish personal connections with people". Subsequently to measure the job satisfaction Minnesota Satisfaction Questionnaire (MSQ) was employed with six questions for example "Being able to do things that don't go against my conscience". The totals of 27 questions were initially circulated among 45 respondents on judgmental basis. The obtained responses were tested for its scale reliability

and validity. The all items under task, cognitive, relationship and satisfaction obtained the reliability value of 0.872 and also provided convergent validity over 0.8 and discriminant validity below 0.4. The pre tested questionnaire was again administered for the collection of data among respondents. The questionnaire was sent through on line and personal network sources among 465 respondents. Out of 465 respondents 437 responses were obtained and in which around 22 responses were found to be incomplete and omitting those responses finally 415 responses were taken for the further analysis process.

Table 1: The Details of Convergent Validity

Construct	Items	Reliability	Convergent Validity	AVE
Task	TCR1	.883	0.883714	0.557
	TCR2	.883		
	TCR3	.883		
	TCR4	.884		
	TCR5	.884		
	TCR6	.885		
	TCR7	.884		
cognitive	CCR1	.885	0.884667	0.576
	CCR2	.885		
	CCR3	.885		
	CCR4	.885		
	CCR5	.885		
	CCR7	.883		
Relational	RCR1	.887	0.887286	0.520
	RCR2	.886		
	RCR3	.886		
	RCR4	.887		
	RCR5	.886		
	RCR6	.889		
	RCR7	.890		
Job Satisfaction	JS1	.891	0.8885	0.593
	JS2	.888		
	JS3	.887		
	JS4	.888		
	JS5	.888		
	JS6	.889		

Source: computed data through SPSS

Description of Sample

The responses selected for this study have been analyzed for their personal and professional background. The following table highlights the background of respondents.

Table 2

Sl. No.	Category	Description	Number of Respondents	Percentage to Total
1	Age Background	Less than 30	126	30.4
		31 to 40	170	41.0
		above 40	119	28.7
2	Gender	Male	166	40.0
		Female	249	60.0
3	Designation	Assistant Professor	172	41.4
		Associate Professor	155	37.3
		Professor	88	21.2
4	Experience	Low	216	52.0
		High	199	48.0
Total			415	100

Source: computed data

The table infers the personal and professional background of respondents. In terms of their age group 41 percent belong to the age category of 31 to 40. The gender background refers 60 percent are female compare to 40 percent of male. Regarding their designations, 41.4 percent are in assistant professor cadre and 21.2 percent in professor cadre. The experience shows that 52 percent possess low experience of less than 6 years and 48 percent possess more experience.

Description of Model Employed for the study

In order to test the conceptual model related to job crafting on job satisfaction among college teachers with the moderation role of gender, a structural equation model was employed with the support of AMOS software 21.0 versions. The identified 27 items under four constructs namely task, cognitive, relationship and job satisfaction were taken for model construction.

Structural Equation Model (Confirmatory Factor Analysis)

The obtained 415 responses for 27 items were verified for its missing value and outlier analysis. It was observed that the data did not have any missing value and outlier background. Subsequently the 27 items were tested for its normality through descriptive statistics analysis. The obtained mean values, skewness value (less than 3) and kurtosis values (less than 7) permitted the data with its multi variant normality and further data have been taken for model testing through AMOS 21.0 Version.

Table 3

Construct	Items	Mean	Skewness		Kurtosis	
		Statistic	Statistic	Std. Error	Statistic	Std. Error
Task crafting	TCR1	3.87	-.908	.120	.034	.239
	TCR2	3.94	-.974	.120	.322	.239
	TCR3	3.91	-.861	.120	-.047	.239
	TCR4	3.88	-.910	.120	-.066	.239
	TCR5	3.84	-.815	.120	-.238	.239
	TCR6	3.86	-.876	.120	-.274	.239
	TCR7	4.01	-1.296	.120	1.429	.239
Cognitive Crafting	CCR1	3.90	-1.184	.120	.894	.239
	CCR2	3.86	-1.136	.120	.449	.239
	CCR3	3.96	-1.220	.120	1.013	.239

	CCR4	3.92	-1.080	.120	.340	.239
	CCR5	3.93	-1.122	.120	.639	.239
	CCR7	4.04	-1.209	.120	1.500	.239
Relationship Crafting	RCR1	3.97	-1.132	.120	.760	.239
	RCR2	3.92	-1.157	.120	.564	.239
	RCR3	4.02	-1.251	.120	1.230	.239
	RCR4	3.88	-1.014	.120	.406	.239
	RCR5	3.98	-1.264	.120	1.034	.239
	RCR6	3.95	-.951	.120	.239	.239
	RCR7	4.05	-1.227	.120	.965	.239
Job Satisfaction	JS1	4.06	-1.223	.120	.886	.239
	JS2	3.94	-.997	.120	.437	.239
	JS3	3.92	-1.009	.120	.281	.239
	JS4	3.62	-.656	.120	-.822	.239
	JS5	3.64	-.627	.120	-.976	.239
	JS6	3.45	-.435	.120	-1.185	.239

Source: computed data through SPSS

For this study, the model was identified with three exogenous latent constructs namely task crafting, cognitive crafting and relationship crafting. The endogenous latent construct was job satisfaction. The moderator was gender.

The three exogenous latent constructs were measured with 21 measured items (task-7 items, cognitive -7 items and relationship – 7 items). The latent endogenous construct job satisfaction was measured with 6 items. The moderator was taken as gender and which was measured as categorical variable with two options of male and female teaching professionals.

Model Identification

Initially the unidimensionality was verified for every construct with its identified measured items. During the verification of unidimensionality, the standardized estimate value more than 0.7 and squared multiple correlation more than 0.4 was kept as standard. The unidimensionality was tested for all four constructs. During the verification of unidimensionality for each construct, 7 items are loaded under task crafting, 5 items are loaded under cognitive crafting, 4 items are loaded under relationship crafting and three items are loaded under job satisfaction. (Totally 19 items are loaded under four constructs out of 27 items). The final loaded items under four constructs were taken for measurement model.

Table 4: Computation of Degrees of freedom (Default Model)

Number of distinct sample moments:	190
Number of distinct parameters to be estimated:	44
Degrees of freedom (190 - 44):	146
Chi-square	382.19
Degrees of Freedom	146
Probability level	0.000

Source: computed data through AMOS

The overall 19 items under four constructs were taken for model fit verification through measurement fit. Initially the model identification was verified, the following table provides the information of model identification.

The above table shows that the number of sample moments is 190 and number of distinct parameters to be estimated is 44 ($198-44=146$), since the model is over identified, the further measurement fit was done. The probability level shows the achievement of minimum to construct measurement model.

Measurement Fit (Initial Model)

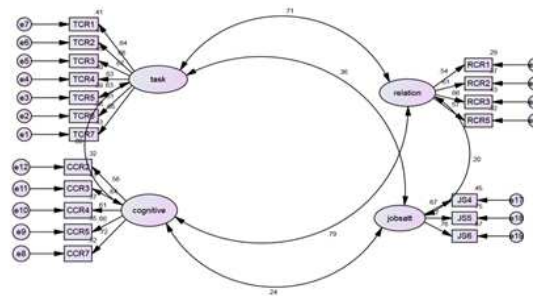


Figure 2

The initial (default) model was attempted with 19 items with four constructs. The following results were obtained in the initial model.

Table 5

Fit indices	Recommended	obtained
Chi-square	-	382.59
Chi-square/df	<5	2.620
GFI	> 0.9	0.910
AGFI	> 0.9	0.883
NFI	> 0.9	0.865
TLI	> 0.9	0.896
RMSEA	< 0.08	0.063

Source: computed data through AMOS

***TC- Task Crafting, CCR –Cognitive Crafting, RCR- Relationship Crafting and JS- Job Satisfaction

The initial measurement model drawn with four constructs namely task crafting, cognitive crafting, relationship crafting and job satisfaction, generated the model and achieved the minimum. But the model has generated absolute fit ($GFI > 0.9$ and $RMSEA < 0.08$) and parsimonious fit ($\chi^2/df < 5$), but unable to provide required incremental fit ($(AGFI > 0.9, NFI > 0.9, RFI > 0.9$ and $TLI > 0.9)$). In order to obtain the incremental fit, modification indices were employed. The obtained results were shown in the below table.

Measurement Fit Model (Saturated Model)

Table 6: Computation of Degrees of Freedom (Saturated Model)

Number of distinct sample moments:	190
Number of distinct parameters to be estimated:	48
Degrees of freedom (190 - 48):	142
Chi-square	327.901
Degrees of Freedom	142
Probability level	0.000

Source: computed data through AMOS

The number of sample moments is 190 and number of distinct parameters to be estimated is increased to 48 (198-48= 142), since the model is over identified, the further measurement fit was done for improvement. The probability level shows the achievement of minimum to construct improved measurement model.

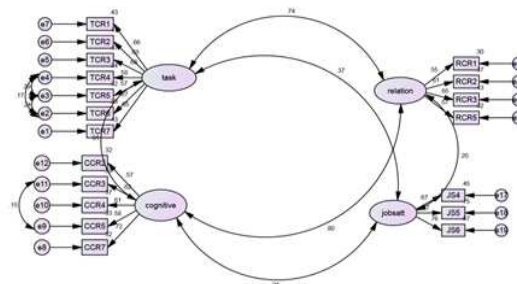


Figure 3

Table 7

Fit indices	Recommended	obtained
Chi-square	-	327.901
Chi-square/df	<5	2.309
GFI	> 0.9	0.926
AGFI	> 0.9	0.901
NFI	> 0.9	0.886
TLI	> 0.9	0.916
RMSEA	< 0.08	0.056

Source: computed data through AMOS

***TC- Task Crafting, CCR –Cognitive Crafting, RCR- Relationship Crafting and JS- Job Satisfaction

There were four modification indices applied under the constructs task as well cognitive crafting. Under task crafting modification indices applied between e2, e3 and e4 and whereas under cognitive it was applied between e9 to e11. The application of modification indices with items under the same construct (pair parameter removal) help the models measurement fit still more effective.

The improved measurement fit model has shown improved fit in terms of its incremental aspects. The `saturated measurement model drawn with four constructs namely task crafting, cognitive crafting, relationship crafting and job satisfaction along with modification indices (3 under task and one under cognitive) generated the model and achieved the minimum The model has generated absolute fit (GFI> 0.9 and RMSEA < 0.08), parsimonious fit (chi-square/Df<5), and incremental fit ((AGFI>0.9, NFI>0.9, RFI>0.9 and TLI>0.9)). The required fits are obtained and model also proven its saturation for improvement and based on that the structural equation and path goal model was employed for the fitted model.

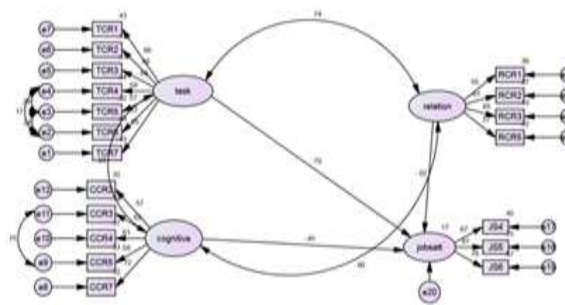


Figure 4

Table 8

Fit indices	Recommended	obtained
Chi-square	-	327.901
Chi-square/df	<5	2.309
GFI	> 0.9	0.926
AGFI	> 0.9	0.901
NFI	> 0.9	0.886
TLI	> 0.9	0.916
RMSEA	< 0.08	0.056

Source: Computed data through AMOS

***TC- Task Crafting, CCR –Cognitive Crafting, RCR- Relationship Crafting and JS- Job Satisfaction

Structural Equation Model

The structural Equation Model was constructed with three constructs as exogenous (task, cognitive and relational) and job satisfaction as endogenous. The purpose of structural equation model is to verify the hypotheses of significant impact of task, cognitive and relationship crafting of college teachers on their job satisfaction. It has attempted to see the direct effect as well as covariance effect (with in exogenous constructs). The following diagram and tables highlights the outcome of structural equation model.

The table shows the fit indices obtained while employing structural equation model. The required absolute, incremental, parsimonious fits were obtained in the structural equation model. In addition to the hypotheses that significant impact of task, cognitive and relationship on job satisfaction as well as the moderation role of gender on job satisfaction through job crafting instruments, path goal model was employed.

Path Goal Model

The path goal model was employed in order to probe the hypothesis that significant impact exist due to the task, cognitive and relationship crating aspects on job satisfaction and to know the existence of moderation role of gender. The overall summated value of items (7 items under task, 5 under cognitive, 4 under relationship and 3 under job satisfaction) were aggregated and the path goal effect was tested.

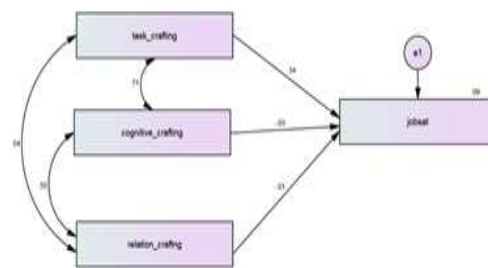


Figure 5

Table 9: Regrerssion Weights: (Group Number 1 - Default Maodel)

			Estimate	S.E.	C.R.	P	Label
jobsat	<---	task_crafting	.490	.100	4.892	***	Supported
jobsat	<---	cognitive_crafting	-.050	.102	-.485	.627	Not supported
jobsat	<---	relation_crafting	-.015	.085	-.170	.865	Not supported

Source: computed data through AMOS

The estimate effect of task, cognitive and relationship on job satisfaction was verified through the above table.

The above table shows there is a significant effect of task crafting on job satisfaction among the teachers in colleges. In addition to that it is also inferred that the effects of cognition and relationship is insignificants on job satisfaction among the teachers. Subsequently it is also learnt that the effect of task crafting on job satisfaction is (0.335), it shows that when one unit of task is crafted or pro activated or redesigned 0.335 percent of job satisfaction increases. Based on the outcome, it was decided to test the moderation effect of gender on job satisfaction among teachers only through the aspect of task crafting.

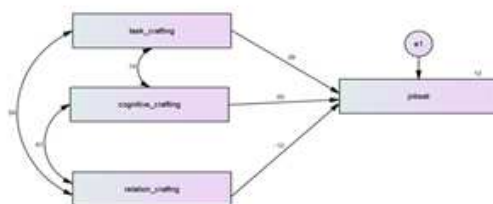


Figure 6

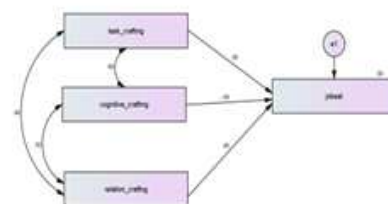


Figure 7

Moderation Effect through Gender

In order to test the moderation effect of gender on job satisfaction among the college teachers through task crafting, the gender background measured by categorical scale was taken as moderator, the critical ratio of difference exist between the two categories was tested. The obtained critical ratio of difference is 0.891 and lies within (+ or - 1.96), (the condition for finding the significant difference is there is a significant effect through moderation when obtained value is within + or - 1.96), so here obtained value is within 1.96, so the null hypothesis was accepted and conveys that there is a difference in job satisfaction among male and female through their task crafting.

Table 10: Overall Hypotheses

Statement of Hypothesis		P value	Inference
H ₀ : There is an effect of task crafting on job satisfaction	Job satisfaction ← task crafting	***	Supported
H ₀ : There is an effect of cognitive crafting on job satisfaction	Job satisfaction ← cognitive crafting	.627	Not supported
H ₀ : There is an effect of relationship crafting on job satisfaction	Job satisfaction ← relationship crafting	.865	Not supported
H ₀ : There is a moderation effect of crafting instruments (task) on job satisfaction based on gender	Job satisfaction ← task crafting (moderated by Gender)	0.891 (with in the range of 1.96)	supported

Source: computed data through AMOS

Study Implication

The present study proven that crafting of work and interpersonal skills by teachers in higher education system is inevitable. But the outcome of study proved that the task crafting is most significant towards teacher's effectiveness and students enhancement. The methodology of teaching, autonomy on deciding delivery system, empowerment of bringing creativity in teaching are most important aspects for teachers in present day higher educational environment. The fined tuned task engagement through innovative designing methods of adding valuable task and removing duplication and unwanted task will help the teachers to obtain job satisfaction and involvement. In addition to that it is also learnt that it is applicable to both category of male and female teachers.

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